



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

JOB DESCRIPTION

| | | | |
|----------------------------------|---|----------------|------------------------------|
| Job Title: | Assistant Principal - Transition and Outcomes | | |
| Base: | Small Heath Leadership Academy | | |
| Reports to: | Principal | Grade: | L16 – L22 |
| Staff Responsibility for: | As assigned | Salary: | £61,166 to £70,745 per annum |
| Additional: | As assigned | Term: | Permanent Full Time |

JOB PURPOSE SUMMARY:

To contribute to the development of a strong and effective Academy with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the Academy into the wider community.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Overall Strategic Responsibilities

- 1.1 Work in partnership with the Principal, Senior Leadership Team, Governing Body, staff, students, parents and the Trust in generating the ethos and values which underpin the Academy enriched by mutual care and respect extending into the local community.
- 1.2 Support the maintenance and enhancement of the Academy's ethos and mission through own outstanding professional conduct & high expectations of others.
- 1.3 Provide outstanding strategic and operational leadership of all areas of responsibility.
- 1.4 Develop and implement an effective strategy for all areas of responsibility in collaboration with other members of the Senior Leadership Team.
- 1.5 Devise and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
- 1.6 Performance manage all staff with respect to all areas of responsibility for students; through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.
- 1.7 Develop systems and structures for the effective management and administration of all areas of responsibility.

2. Transition and Outcomes

- 2.1 Lead on tracking and reviewing progress across Key Stage Three to ensure the best possible student outcomes.
- 2.2 Devise and lead on a programme of 'catch up' for Key Stage 3 to give students the best possible opportunity of catching up quickly and not falling behind their peers.
- 2.3 Lead on preparing and supporting students to successfully transition between Key Stage 3 and Key Stage 4 so they are fully prepared for the demands of GCSEs and Vocational courses.
- 2.4 Track and review progress for Years 7, 8 and 9, using half termly data.
- 2.5 Working alongside the Vice Principal (Personal Development, Behaviour and Welfare) to implement an induction process for Year 7 so students are well prepared for the demands of secondary school.
- 2.6 Liaise with feeder primary schools to map out the Year 7 curriculum so it is challenging, robust and relevant, and is not a repeat of Year 6.
- 2.7 Ensure there is a comprehensive extra curriculum and enrichment programme that is mapped across all subject areas.
- 2.8 Ensure that new Year 7 students have their KS2 data transferred over.
- 2.9 Ensure all new KS3 students complete a CAT test and a Reading Age test.
- 2.10 Ensure comprehensive analysis of external KS2 data in relation to internal CATs and Reading Age data.
- 2.11 Define the settings for Years 7, 8 and 9 in relation to all data available.
- 2.12 Track and review students' progress in Years 7, 8 and 9 on a half termly basis.
- 2.13 Support the option process at the end of KS3.
- 2.14 Promote outstanding attendance across Years 7, 8 and 9 reducing PA to below national average.

3. Careers and Pathways for Post 16

- 3.1 Provide line management of the person responsible for Careers and Enterprise, supporting and challenging them to achieve all targets.
- 3.2 Develop and lead implementation of strategies to provide effective Post 16 careers guidance to all students to raise aspirations.
- 3.3 Have the strategic overview of the provision of work experience placements for students.
- 3.4 Develop and manage a programme of enhanced information, advice and guidance for all students.
- 3.5 Track student sustained destinations and ensure that all students continue in education or employment from ages 16-18.

4. Teaching and Learning

- 4.1 Create and maintain an ethos of excellence and endeavour that promotes and secures outstanding teaching, excellent learning and the highest standards of achievement.
- 4.2 Support and implement the curriculum and its assessment.
- 4.3 Ensure that standards in literacy, numeracy and the subjects within the English Baccalaureate are priority targets for all students, including those with special educational needs.
- 4.4 Support and implement the policy for the personal, spiritual, social, moral and cultural development of students.

- 4.5 Create and sustain an effective partnership with parents to support and improve students' achievement and personal development.

5. Leading and Managing Staff

- 5.1 Provide effective and regular management of Middle Leaders with regular oversight, appraisal and delegation of responsibilities.
- 5.2 Provide support and challenge to those that are line managed.
- 5.3 Participate in the recruitment and selection of teaching and non-teaching staff.
- 5.4 Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- 5.5 Implement and sustain effective systems for the management of staff performance including the development and maintenance of a culture of high expectations of self and of others, taking appropriate action when performance is unsatisfactory.
- 5.6 Ensure that professional duties are fulfilled, as specified in the Contract of Employment, including those for the Assistant Principal.
- 5.7 Develop good working relationships with governors, staff, students, parents/carers, the community and other stakeholders.
- 5.8 Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- 5.9 Monitor the progress of the linked departments against agreed targets.
- 5.10 Monitor curriculum provision in the linked curriculum areas.

6. Subject Leadership

- 6.1 Provide line management for a number of subject Team Leaders and Directors of Learning, supporting and challenging them to achieve all targets.
- 6.2 Audit all curriculum areas in the designated areas to ensure statutory compliance, proficient standards of provision, excellent behaviour and safety, the highest levels of attainment and effective systems and structures.
- 6.3 Support subject Team Leaders and Directors of Learning to enhance assessment for learning and develop more effective curricula in each of the faculties.

7. Leadership of a Year Group(s)

For a designated year group:

- 7.1 Provide ongoing academic and pastoral support to the Pastoral Leader.
- 7.2 Undertake 'Performance Review' meetings with parents of learners at risk of failing to achieve in GCSE English and Maths.
- 7.3 Develop and lead implementation of strategies to support academic achievement and personal development of all learners.

8. Efficient and Effective Deployment of Staff and Resources

- 8.1 In liaison with the Principal set appropriate priorities for expenditure, allocation of funds for Character

Development and Student Leadership.

- 8.2 Ensure effective working relationships with external agencies and services contracted to the Academy.
- 8.3 Manage monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

9. Accountability

- 9.1 Present a coherent and accurate account of the Academy's performance in a form appropriate to the range of audiences, including staff, governors, local community, OFSTED, and others to enable them to play their part effectively.
- 9.2 Ensure that parents/carers and students are well informed about the attainment and progress, and about the contribution they can make in supporting their child's learning and achieving the Academy's targets for improvement.
- 9.3 Maintain such records of the Academy as are appropriate to communicate its development, improvements and achievements.
- 9.4 Provide accurate information, objective advice and support to the Principal to enable them to meet their responsibilities for securing effective teaching and learning, outstanding behaviour and improved standards of achievement.

10. Relationships with Others

- 10.1 Participate in the Performance Management Cycle and INSETs.
- 10.2 Participate in the induction of new staff into the Academy community.
- 10.3 Maintain good working relationships with colleagues, students, parents/carers, governors, the community, Trust and Local Authority and ensure all communication is consistent with the Academy's ethos.

11. Other Responsibilities

- 11.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 11.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 11.3 Contribute to the wider life of the Trust and the Star community.
- 11.4 Carry out any such duties as may be reasonably required by the Principal and Trust.

12. Records Management

All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

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PERSON SPECIFICATION

| | | | Assessed by: | |
|--|--|-------------------------|--------------|--------------------|
| No | CATEGORIES | Essential/ Desirable | App Form | Interview/ Task |
| QUALIFICATIONS | | | | |
| 1. | A degree qualification. | E | ✓ | |
| 2. | Qualified Teacher Status. | E | ✓ | |
| 3. | Evidence of continuous professional development. | E | ✓ | ✓ |
| 4. | Middle or Senior Management qualification. | D | ✓ | |
| EXPERIENCE | | | | |
| 5. | Effective management of a high-achieving faculty. | E | ✓ | ✓ |
| 6. | Successful and sustained delivery of outstanding behaviour, attainment and achievement. | E | ✓ | ✓ |
| 7. | Track record of outstanding teaching and learning practice. | E | ✓ | ✓ |
| 8. | Innovation & creativity to engage, enthuse & progress learners. | E | ✓ | ✓ |
| 9. | Partnership working and collaboration within a school, college or local authority context. | E | ✓ | ✓ |
| 10. | Developing and leading the implementation of strategies to achieve whole Academy improvement. | E | ✓ | ✓ |
| 11. | Developing and implementing whole-school intervention strategies to sustain and enhance outstanding achievement. | E | ✓ | ✓ |
| ABILITIES, SKILLS AND KNOWLEDGE | | | | |
| 12. | Ability to teach to GCSE standard. | E | ✓ | ✓ |
| 13. | Ability to teach to A Level standard. | D | ✓ | ✓ |
| 14. | Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. | E | ✓ | ✓ |
| 15. | Ability to develop and implement strategies to enhance and sustain whole Academy initiatives. | E | ✓ | ✓ |

| | | | Assessed by: | |
|---------------------------|---|-------------------------|--------------|--------------------|
| No | CATEGORIES | Essential/ Desirable | App Form | Interview/ Task |
| 16. | Ability to work with a range of external agencies and stakeholders to deliver whole-Academy initiatives. | E | ✓ | ✓ |
| 17. | Ability to communicate verbally with, & write reports for, a range of stakeholders, including Governors & external agencies. | E | ✓ | ✓ |
| 18. | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes. | E | ✓ | ✓ |
| 19. | Ability to work autonomously, prioritise conflicting demands & thrive under pressure. | E | ✓ | ✓ |
| 20. | ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and students). | E | ✓ | ✓ |
| 21. | Understanding of contemporary issues relating to character development, student leadership and teaching and learning. | E | ✓ | ✓ |
| PERSONAL QUALITIES | | | | |
| 22. | Commitment to working flexibly outside of Academy hours to achieve outstanding outcomes for young people. | E | ✓ | ✓ |
| 23. | Highly organised, literate and articulate. | E | ✓ | ✓ |
| 24. | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'. | E | ✓ | ✓ |
| 25. | A strong commitment to the Trust value of 'Service'. | E | ✓ | ✓ |
| 26. | A strong commitment to the Trust value of 'Teamwork'. | E | ✓ | ✓ |
| 27. | A strong commitment to the Trust value of 'Ambition'. | E | ✓ | ✓ |
| 28. | A strong commitment to the Trust value of 'Respect'. | E | ✓ | ✓ |
| 29. | Commitment to support Star Academies' agenda for safeguarding and equality and diversity. | E | ✓ | ✓ |
| 30. | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment. | E | ✓ | ✓ |